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ABSTRACT

Books and periodicals published between 1951 and 1969 are listed in this 108-item annotated bibliography of materials on general research in education, on programs affecting social change, and on the backgrounds of Indian people of Canada. Materials are grouped under 10 headings: (1) books by and about Indian people, (2) general education, (3) language, (4) English as a second language, (5) reading, (6) poetry, (7) pre-school and kindergarten, (8) the disadvantaged child, (9) miscellaneous, and (10) periodicals. Book prices and periodical subscription rates are provided. In addition, a list of Canadian publishers is appended. (TL)

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BOOKS FOR TEACHERS AND CHILDREN

Education Division
Indian Affairs Branch
Department of Indian Affairs and
Northern Development
1849 Yonge St.
Toronto 7, Canada

January, 1970

RC004142

FOREWORD

Since many of the schools of the Department of Indian Affairs and Northern Development are in isolated regions, they have a particular need for printed material for both teachers and students. On the following pages are listed books and periodicals that might be of interest, on general research in education, on programmes affecting social change, and on the background of the Indian people of Canada.

Since new material is constantly appearing, such a list soon becomes obsolete. Particularly encouraging is the number of new books being written by and about Indian people, and it is this group of books which will no doubt increase rapidly in the near future. We would appreciate new titles being brought to our attention for subsequent editions.

Prices quoted are subject to change.

January, 1970

Miss M. Young
Indian Affairs
Toronto, Canada.

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BOOKS
BY and ABOUT
INDIAN PEOPLE

Aresburg Conrad M.; *INTRODUCING SOCIAL CHANCE* – A Manual for Americans Overseas; Arthur H. Nieoff; Aldine Publ. Co., Chicago; 1966; 229 pages. 6.07

This manual is designed specifically for Americans who are working to introduce new ideas and techniques to cultures other than their own. It emphasizes the need for the inovator to understand the custom and outlooks of the people involved. The references are mainly directed towards people in the underdeveloped countries of the world but frequent reference is also made to North Americans Indians. It is an important book that would be a valuable reference source.

Burnford, Sheila; *WITHOUT RESERVE;* McClelland and Stewart; 242 pages; 1969. 6.95

Sheila Burnford is the author of the well-known book The Incredible Journey. With Mrs. Susan Ross she spent some time at the settlements of Big Trout, Sandy Lake, Fort Severn, Kassabonika (which she spells Casa bonika) and on Lake Nipigon. The book is about her impressions of those places with reference to many of the people who live there both Indian and non-Indian. It would be of interest to those who know these settlements, particularly because so little has been written about them. Illustrations are by Mrs. Ross.

Clutesi, George: *SON OF RAVEN, SON OF DEER;* Gray's Publishing Ltd., British Columbia; 126 pages; 1967. 4.50

George Clutesi is a west coast artist who has compiled a collection of twelve stories handed down in the Clutesi family for at least four hundred years. The book is illustrated with his drawings, and was authorized as an approved text in the B.C. schools.

Clutesi, George; *POTLATCH;* Gray's Publishing Ltd., B.C. 188 pages; 1969. 5.35

In Potlatch, George Clutesi describes the true meaning of the ancient custom of his people. Old enough to remember the days when a Potlatch was agains the law, he paints the ceremony with words as vividly as he does with paints.

Clark, Ella Elizabeth; *INDIAN LEGENDS OF CANADA;* McClelland and Stewart Ltd., 177 pages; 1960. 5.00

This is a very comprehensive collection encompassing stories of the Algonquian, Athapascan, Iroquoian, Kituahan, Salishan, Siouan, Skittagetan, Wakashan, and the Eskimo. The book would be invaluable as a source of stories to be read to children, and is highly recommended as a basic text.

Cowell Vi; *NORMIE'S MOOSE HUNT and NORMIE'S GOOSE HUNT;* Copp Clark Publishing Co., 1968; paper back 75¢ each. 3.50 each

Mrs. Cowell is the teacher in charge of the nursery school at the Education Centre at Moosonee. She has written and illustrated two small books describing the excursion of an Indian boy and his family to hunt geese and moose on the James Bay coast. The stories are very simply written and beautifully illustrated.

BOOKS
BY and ABOUT
INDIAN PEOPLE

Driver, Harold E. *INDIANS OF NORTH AMERICA;* University of Chicago Press; 668 pages; 1961. 11.22

The book deals with the deveopment of Indian culture as a whole rather than as separate geographic or tribal groupings. Chapters are devoted to Arts and Crafts, Marriage and Family Customs, Government, Education etc. but in each case the people of the entire continent are discussed with differentiation made for each group within the chapters. It means that a great deal of reading must be done about Indian groups generally to determine the development of those of particular interest to Canadian readers.

Farb Peter; *MAN'S RISE TO CIVILIZATION;* As Shown by the Indians of North America from Primeval Times to the Coming of the Industrial State – Clark Irwin Publishers; 332 pages; 1968. 10.50

The title of the book describes its contents very well. Peter Farb uses the progress of the Indian people of North America to describe man's growth and adaptation to change, whether it be climatic, geographic, or through contact with a conquering people. He has traced the migration of the Indians from Asia, and their dispersal over the continent. Contrasts are drawn between the early people of North America, and other groups, notable the Greeks, Romans, and the inhabitants of the Middle East. Various aspects of their culture are studied both before and after their contact with foreign invasion. North America is dealt with as a whole with many of the references directed towards American groups. However, specific mention is made of the Algonkians, the Six Nations and to the Eskimos.

Fraser, Frances; *THE BEAR WHO STOLE THE CHINOOK;* The MacMillan Company of Canada Ltd., 72 pages; 1965. 2.95

This is a collection of Blackfoot legends, a valuable addition to the school library.

Goldschmidt, Walter; *EXPLORING THE WAYS OF MANKIND;* Holt, Rinehart and Winston; 700 pages; 1960; paperback. 7.65

This is a basic text of anthropology. It is a collection of essays by anthropologists and sociologists, each giving a general discussion of the topic at hand, with illustrations from both primitive societies and contemporary western civilization. Such areas as Language, Culture, The Family, Education, etc. are studied in the above manner.

Goodenough, Ward Hunt; *COOPERATION IN CHANGE;* Russell Sage Foundation, 230 Park Avenue, New York, N.Y., 10017; 1965; 543 pages. 6.69

One part of this book is devoted to theory and the other to practice regarding change in the newly developing nations. It emphasizes the importance of understanding the cultural factors involved, and the dangers of ignoring them. It is meant as a manual for those preparing for overseas assignments, but much of the information is applicable to our own situation. There are numerous direct references to the Indian people of North America.

BOOKS
BY and ABOUT
INDIAN PEOPLE

Gooderham, Kent (Editor); *I AM AN INDIAN;* J.M. Dent & Sons (Canada); 196 pages; 1969. 3.95

The book is a collection of stories and poems by Indian people across Canada. Some are of legends, some portions of biographies, and some present the Indian's point of view on a variety of topics. They have been printed as they were written without undue imposition by the editor. The book should be of particular interest to Indian people.

Hagen Everett E; *ON THE THEORY OF SOCIAL CHANGE;* The Dorsey Press Inc., Homewood, Illinois; 1962; 551 pages. 13.25

This is a comprehensive and authoritative study of the effect of introducing social change to an emerging people. The study deals historically with social changes in Britain and Japan, and with more recent developments in Burma, Columbia and Indonesia. Of particular interest and importance is a section on the social changes that have affected the Sioux Indians of South Dakota. The study describes the problems facing these people as a new and powerful culture thrusts itself upon them. It gives a vivid insight into the conflicts that develop, and to the attempts of the Indian people to make adjustments. This particular section of the book (Chap. 19) is of great importance to anyone engaged in Indian work.

Hawthorm, H.B.; *A SURVEY OF THE CONTEMPORARY INDIANS OF CANADA – ECONOMIC, POLITICAL, EDUCATIONAL NEEDS AND POLICIES – Part II;* Indian Affairs Branch, Ottawa; 1967; 251 pages; The Queen's Printer. 3.00

The above survey is also known as the Hawthorn Report. Although Volume I is pertinent to Indian Affairs, it is Volume II that is most directly concerned with Indian Education.

It offers an outstanding survey of the education of Indian children across Canada with important insights into government policy and Indian attitudes. All engaged in Indian Education should be familiar with the report and with the recommendations it makes.

Hofsinde, Robert; *INDIAN BEADWORK;* George J. McLeod Ltd., Toronto; 123 pages; 1967. 3.45

The book would be invaluable for anyone who wished to introduce Indian beadwork into the schools. Directions are given for making moccasins, belts, necklaces and other items traditional decorated with beadwork. Diagrams are clear for constructing looms, and a variety of beadwork patterns are explained.

Jenness, Diamond; *INDIANS OF CANADA;* The Queen's Printer; 452 pages; 1957. 7.75

This had been a standard work for many years, having been first written in 1932.

Jenness, Eileen; *INDIAN TRIBES OF CANADA;* Ryerson Press; 123 pages; 1966 (paperback). 1.95

This is a condensation of the previous book in form that would be more readable for children.

BOOKS
BY and ABOUT
INDIAN PEOPLE

Josephy, Alvin M. Jr.; *THE INDIAN HERITAGE OF AMERICA;* Random House; 384 pages; 1968. 12.50

Most of the book is devoted to the era before the arrival of the white man. Mr. Josephy has summarized the evidence pertinent to the presence of the Indian people in the hemisphere, has examined the various migration routes, and has traced the development of Indian cultures from their earliest beginnings to the building of cities and pyramids. Most of the references are to the Indian groups of the United States and Central and South Central America but there are chapters on the Eskimo, the Indians of the Sub Arctic, the Pacific North West, and those of the Upper Great Lakes.

Kidd, K; *CANADIANS OF LONG AGO;* Longman's Green; 174 pages, 1951. 2.75

The book was written for school children. It is simply done with attractive diagrams and drawings and would be a valuable addition to any class studying the Indian people.

King, A. Richard; *THE SCHOOL AT MOPASS;* A Problem of Identity; Teachers' College, Columbia University; Holt, Rinehart and Winston; 383 Madison Avenue, New York, 10017 N.Y.; paperback, 96 pages; 1967. 2.50

Mr. King describes the educational process in a residential school for Indian children in the Yukon Territory. He notes the problems that arise among staff members in such a situation, and outlines the behaviour of children with each other and with the staff. The book is written with sensitivity, humour and insight, and is highly recommended.

Kneller, George F.; *EDUCATIONAL ANTHROPOLOGY;* An Introduction; John Wiley & Sons Inc., New York, London, Sydney; 1956; 171 pages. 5.25 - paperback 2.95

The first chapters deal almost exclusively with anthropological theory which might not interest the average classroom teacher. However, from chapter four to the end, the book deals directly with the education problems that are facing all teachers in our Indian schools. It views education through the eyes of those whose culture is different to that offered in the schools. It offers clear-cut objectives in education, and suggests practical steps by which they may be achieved. It is an excellent book dealing directly with the problems confronting teachers in schools of differing cultures.

Leechman, Douglas; *NATIVE TRIBES OF CANADA;* W.J. Gage & Co.; 357 pages; 1967. 5.75

The book was written for use in schools, and is excellently suited to that purpose. It is a comprehensive account of the Indian people from across Canada and is well illustrated with drawings and diagrams. It is highly recommended for use in the schools, as a book the children could study independently.

Morriseau, Norval; *LEGENDS OF MY PEOPLE, THE GREAT OJIBWAY;* Ryerson, 130 pages, 1965. 5.95

Norval Morriseau is renowned as an Ojibway artist. In this book he has written the stories of his people as he heard them as a child, and has illustrated them with his figures of animals and spirits. It is a book each school should have as a source of Indian legends.

BOOKS
BY and ABOUT
INDIAN PEOPLE

Sewid, James; (edited by James P. Spradley); *GUESTS NEVER LEAVE HUNGRY;* New Haven and London, Yale University Press; 310 pages; 1969. — 10.00

The book is the autobiography of James Sewid, an Indian fisherman on the west coast. It is told in his own words from the time of his early childhood near Alert Bay to his present hopes for his people in their adaptation to the twentieth century. His life covers years of transition and documents the struggle he and his people have encountered in adjusting to changing times and conditions. James Spradley, Assistant Professor of Psychiatry and Anthropology at the University of Washington, gives a summation at the end.

Silverberg, Robert; *HOME OF THE RED MAN;* Indian North America Before Columbus; New York Graphic Society; Publishers Limited, Greenwich, Connecticut, U.S.A.; 252 pages; 1963. — 3.95

This is a comprehensive and readable account of the migration of the Indian people from Asia to North America. It traces their route and describes their development both before and after contact with the white man. Although it is written from an American point of view, it devotes considerable space to the Indian people of Canada, including the Athabaskan, Algonquian, the Iroquoian. The book would be a useful aid in our social studies programme. It is recommended for the 12 – 16 age group, and senior students could read the account for themselves. It offers extremely important information to teachers interested in the background of the Indian people and could be used in the Social Studies programme.

Symington, Fraser; *THE CANADIAN INDIAN;* The Illustrated History of the Great Tribes of Canada; McClelland and Stewart Ltd.; 272 pages; 1969. — 20.00

This book is recommended as a standard text in every Indian school, and indeed in every senior classroom. It is well written, and beautifully illustrated in both black and white and in colour. It is authentic and deals specifically with the groups of Indian people who now inhabit the section of North America called Canada. It would be an invaluable resource book for the study of the history of the Indian people which should be part of the curriculum of each of our schools.

Thompson, Hildegard; *EDUCATION FOR CROSS-CULTURAL ENRICHMENT;* United States Department of the Interior, Bureau of Indian Affairs, Publications Service, Haskell Institute, Lawrence, Kansas, 66044; 309 pages; 1964. — 1.30

The U.S. Bureau of Indian Affairs has many publications pertaining to Indian Education. This book is a collection of articles on all aspects of the subject and would be an invaluable handbook for our schools. It is recommended highly.

Woods, Margaret I. and Partridge, Joan E.; *NEEPAWA OF THE NORTHWOODS;* (Four Volumes); School Publications and Specialties Ltd., Educational Publishers, Saskatoon, Saskatchewan. — .95 each

The series consists of four thin paperback readers with black and white illustrations and primary print. They are interesting, but each story carries the implication that only 'bad boys' kill rabbits, ducks, beaver, etc.

EDUCATION GENERAL

Amidon, Edmund, Hunter, Elizabeth; *IMPROVING TEACHING;* The Analysis of Classroom Verbal Interaction – Holt, Rinehart and Winston Inc.; 1967; 221 pages; paperback. **4.15**

A number of classroom situations are described in this book with varying ways in which teachers handle them. The emphasis is on the teacher's verbal comments and the way in which the children react to them. Classes range from kindergarten to grade nine. The book would be very useful as a basis for staff meetings and teachers' discussion groups.

Bruner J.S.; *THE PROCESS OF EDUCATION;* Harvard University Press, Saunders of Toronto, 1965; 92 pages. **2.75**

It is an academic discussion of the process of education, dealing with such topics as "Motives for Learning" "The Importance of Structure" and "Aids to Teaching". The last chapter probably is of most practical value for teachers, although throughout the entire book, Dr. Bruner restates the most recent educational theories of the day.

Frye Northrope; *DESIGN FOR LEARNING;* University of Toronto Press, 1963; 148 pages. **3.95**

It is a penetrating study of the Ontario course of study from Kindergarten to Grade 12, with important recommendations for its revision. It is thought provoking and easy to read.

Gross Ronald; *THE TEACHER AND THE TAUGHT;* A delta book, Dell Publishing Co., Inc., 759 Third Avenue, New York 17, 1963; 305 pages (paperback). **2.35**

This paperback traces the philosophy of education from the days of Plato to John Dewey, Jerome Bruner, and Margaret Mead. It also contains essays by Arnold Toynbee, Bertrand Russell, Jean Jacques Rousseau, and Pestalozzi. A similar theme runs through them all – that of developing what is within the child, rather than imposing something from without. A particularly interesting chapter by Trump and Baynham discribes what the schools of tomorrow will probably be like.

Hall E.M., Dennis L.A.; *LIVING AND LEARNING;* The Report of the Provincial committee on Aims and Objectives of Education in the Schools of Ontario. The Publications Office, Ontario Department of Education, 44 Eglinton Ave. West, Toronto 12; 1968; 221 pages. **4.00**

The publication is also known as the Hall-Dennis Report. It is an authoritative survey of education in the Province of Ontario, from kindergarten to university. It states the Department's aims and objectives, and describes methods for achieving them. It is a well illustrated and important document, with which every Ontario teacher should be familiar. There is an abridged edition which is also very useful, but it is at this time out of print. The report contains a brief section on Indian education.

Holt, John; *HOW CHILDREN FAIL;* Dell Publishing Co. Inc., 750 Third Ave., New York, N.Y. 20036; 1964; 181 pages. **1.75**

John Holt was formerly chief psychologist of the Child Care Clinic of St. Luke's Hospital in New York. He has written a most interesting book. It consists of a series of notations regarding the thinking processes of the pupils in his class and an analysis of their reaction to the conventional school programme. His subject is mathematics, and much of his research is based on the children's reaction to mathematical problems. A teacher who reads this book can hardly fail to recognize himself and his pupils in their efforts to cope with what has been called education. It is recommended for every teacher, and particularly those in the middle and upper grades.

EDUCATION GENERAL

Jansen, Carl F.; *THE AMIDON ELEMENTARY SCHOOL;* Prentice Hall Inc., Englewood Cliffs, New Jersey; 1962; 252 pages. 7.55

The Amidon School is a "back to basics" venture, somewhat after the fashion of the book "Why Jonny Can't Read". It advocates children sitting in five straight rows with the teacher teaching prescribed facts which can be measured at the end of the term. Many of the comments in the book might have been relevant a hundred years ago, but are hardly pertinent today. The book is quite amusing although the author had no intention of being funny.

Johnson, Clifton; *OLD-TIME SCHOOLS AND SCHOOL-BOOKS;* Dover Publications Inc., 180 Varick Street, New York 14; 1963. 2.00

This is a delightful paperback book that traces the development of education, chiefly in the New England states. It is filled with illustrations from the early text books, quotations from educational manuals, and even doodles that children have made along the margins of their copy books over a century ago. Some of the excerpts are quite surprising.

Lean, Arthur E.; *AND MERELY TEACH;* Irreverent Essays on the Mythology of Education Southern Illinois University Press; 1968; 94 pages. 4.85

The book restates many of the usual arguments discussed in educational circles. Unfortunately it does not live up to its intriguing subtitle.

Marshall, Sybil; *AN EXPERIMENT IN EDUCATION;* MacMillan Canada Limited, 222 pages; 1966; paperback. 2.25

This is a delightful book. It describes the eighteen years a teacher spent in an English village school, struggling to provide something better for the children than the traditional programme of drilled facts. Although she had to develop her own methods, her conclusion are in keeping with latest findings in educational research. The book is sprinkled with samples of children's work in art, poetry and prose. The book is also available in hard cover.

National Education Association; *PREVENTION OF FAILURE;* Department of Elementary-Kindergarten-Nursery Education, 1201 Sixteenth Street, N.Y., Washington, D.C., 20036; 95 pages; 1965; (paperback). 1.75

Extremely important educational concepts are examined in this book. The very idea of failure itself is called into question. The problem of the education of the culturally different child is explored, and some very pertinent comments made regarding the effecs of a rigidly imposed curriculum or testing programme. "The failure of children to learn is failure of the schools to develop curriculums consistent with the experimental backgrounds of children and their abilities and disabilities." This is a well written and important book. Every teacher should have the opportunity of reading it, particularly those in Indian schools.

EDUCATION GENERAL

Paton, James A.; *EDUCATION;* Volume 5A – Current Thinking on Teacher Education 3.25
56 pages, 1966.

It is an interpretation and discussion of the proceedings and associated publications of the Seminary on Teacher Education and Certification held in Ottawa, May 1-11, 1966, by the Canadian Teacher's Federation. It contains a statement of guiding principles for changes in the content and administration of teacher-education programmes in Canada, drawn from those materials and from the literature generally. The articles are thought provoking and should be of interest to anyone concerned with teacher training in Canada.

Shack, Sybil; *ARMED WITH A PRIMER;* McClelland and Stewart, 1965, 181 pages. 4.95

This is a very readable book written about education from a teacher's point of view. She says nothing really new, but states in terse form what teachers have been saying to one another for years. It is a very enjoyable and satisfying book.

Warner, Sylvia Ashton; *TEACHER;* Simon and Schuster; Musson Book, 191 pages, 1964. 2.25

This is a paperback book describing the way a teacher in New Zealand taught the Maori children when she found the prescribed course of studies did not fit their needs. It particularly emphasizes reading, using the children's own experiences. Some of the experiences are rather harrowing. The first sixty pages are the important ones. The latter part of the book is not very useful. However, teachers should have the opportunity of reading this book to compare the teaching problems described, with their own. It is available on many news stands in smaller editions.

LANGUAGE

Anderson, Paul S.; *LANGUAGE SKILLS IN ELEMENTARY EDUCATION;* Collier-MacMillan; 447 pages; 1966. — 7.70

This is a comprehensive book, addressed to teachers. It contains useful basic principles, plus specific suggestions regarding topics in the language area. It is well written and readable, and would be a valuable reference book.

Luria, Prof. Alexander R. University of Moscow; *THE ROLE OF SPEECH IN THE REGULATION OF NORMAL BEHAVIOR;* Smithers and Bonellie, 148 pages; 1961. — 9.00

This is an account of research done in the U.S.S.R. on the mental development of children in relationship to language. It describes the successive stages in the acquisition of speech by normal children, and explores the differences between normal and abnormal children in this regard. It is a highly technical book, of interest to those particularly concerned with this aspect of child development.

Shane, Reddin, and Gillespie; *BEGINNING LANGUAGE ARTS INSTRUCTION WITH CHILDREN;* Charles E. Merrill Books Inc., Columbus, Ohio; T. Nelson and Sons Ltd., Toronto; 280 pages; 1961. — 6.85

This is an important book, particularly in regard to oral language in the early grades. It emphasizes the importance of establishing a classroom where language development may take place, and offers practical suggestions for encouraging language skills. It is a reference book to which a teacher could turn for helpful advice on various aspects of the kindergarten and primary programmes.

Stickland, D.C.; *THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL;* Heath and Co., Boston, Copp Clark, Toronto; 464 pages; 1957. — 9.10

It gives a clear description of what the term 'Language Arts' means in the elementary school. It defines the basic skiils necessary before a child begins to read, and gives practical suggestions on how to develop them. Chapter 7 "Speaking and Listening in the Primary Schooi" seems particularly pertinent, dealing with everything from the arrangement of the classroom, to the best methods of developing language with small children. A teacher would probably not want to read it in its entirety, but selected chapters are excellent, and seem particularly well suited to the needs of teachers and pupils.

Vgotsky, L.S. (translated by Hanfmann and Vakar); *THOUGHT AND LANGUAGE;* General Publishing Co.; 168 pages; 1966. (paperback) — 2.75

This book was first published in Russia in 1934 and translated into English in 1962. It is an examination of the relationship between thought and language. Vgotsky describes his observations of children learning to talk and to solve problems. He analyses the relationship between the intellectual and linguistic development involved. It is a technical book, of interest to a particular group.

ENGLISH AS A SECOND LANGUAGE

English Language Series; *ENGLISH THIS WAY;* Collier-MacMillan; Books One to Twelve; 1965. — 1.25 each

The disadvantage of this series is that it is urban oriented, and while the sentence patters are suitable for learning English as a second language, the situations described would be entirely foreign to rural or northern people.

Finocchiaro, Mary; *TEACHING ENGLISH AS A SECOND LANGUAGE;* Harper and Row, Longman's Green; 335 pages; 1958. — 6.95

The Toronto Board of Education has recommended this book to all who are teaching English as a second language. Few teachers would want to read it in its entirety, but would be interested in chapters pertinent to their particular needs. There are sections of practical suggestions, and sections of theoretical background covering almost all aspects of the language programme. It is clearly written, setting forth reasonable objectives and means for their accomplishment.

Finocchiaro, Mary; *ENGLISH AS A SECOND LANGUAGE;* From theory to Practice; Regents Publishing Co., Inc., 200 Park Ave., New York, 1003 N.Y., 1965, 143 pages. — 2.20

This is a paperback similar in content to the previous book but dealing specifically with the teaching process itself. It defines linguistcs and explains its function in the teaching of a second language. It is a book of practical suggestions for those engaged in second language teaching.

National Council of Teachers of English; *ENGLISH FOR TODAY;* McGraw-Hill; Books One to Seven; 1965. (paperback) — 1.55 each

This is a useful paperback series featuring suitable sentence patterns in logical progression. The topics are almost universally applicable, particularly in Book One which is the most useful book of the series.

Richards, I.A. & Gibson, Christine; *ENGLISH THROUGH PICTURES;* Books One and Two; Washington Square Press Inc., 630 Fifth Ave., New York 20; 1962, paperbacks; 286 pages and 248 pages. — .45 each

The books consist of a series of sketchy drawings with short phrases and sentences attached to each. The drawings are so basic that they could apply to almost any situation. Some teachers have found them useful as a guide in teaching the Indian language, substituting Indian for English.

READING

Chall, Jeanne S.; *LEARNING TO READ – THE GREAT DEBATE;* McGraw-Hill; 372 pages; 1962. **10.75**

Miss Chall has made a thorough study of the arguments that have gone on regarding the problems of reading over the past ten or so years. She has examined research findings, evaluated scholarly papers, and visited classrooms both in the U.S. and Britain to see the various methods in action. She summarizes the research that has been done and draws conclusions about the findings. She also examines the various reading series in use in the schools. The book is an orderly summation of the work that has been done in the field of reading and is of interest to those contemplating alternate methods of teaching.

Darrow and Van, Allen; *INDEPENDENT ACTIVITIES FOR CREATIVE LEARNING;* Bureau of Publications, Teachers' College, Columbia University, New York; 1966, 110 pages. **1.79**

The above is a soft cover book, one of a series called Practical Suggestions for Teaching, edited by Alice Miel. It is another book that every primary teacher should have. Junior teachers would also find it useful. It contains all sorts of ideas for teaching reading, that teachers can put to practical use.

Durkin, Dolores; edited by Alice Miel; *PHONICS AND THE TEACHING OF READING;* Teachers' College Press, Columbia University; 100 pages (paperback); 1966. **1.79**

This is a careful analysis of the position of phonics in the teaching of reading. It describes what phonics is, and outlines lessons that have been recorded in actual classrooms with critical comment. It is a very practical book directed to teachers. It also deals briefly with the contribution linguistics can make to the teaching of reading.

Fader, Daniel N. and Shaevita, Morton H.; *HOOKED ON BOOKS;* Berkley Medallion Books, Berkely Publishing Corp., 15 East 26th Street, New York, N.Y. 10010; 126 pages; May 1966. **.50**

This is an interesting paperback, describing a project carried out with delinquent boys in the U.S. in an effort to encourage them to read. They used paperback books, and a list of the most popular and most useful titles is included. It is a very readable book with practical suggestions for dealing with the problems of reading in the senior grades.

Herrick, V.E. and Nerboig, Marcella; *USING EXPERIENCE CHARTS WITH CHILDREN;* Charles E. Merrill Books Inco.; 119 pages; 1966; Thomas Nelson & Sons, Canada. **2.25**

This paperback contains a host of experience charts that have been used by teachers for various purposes. Some are better than others. It might spark ideas for experience charts at various grade levels for the teacher who is new to the process.
Pictures are included – some good and some quite poor.

Jacobs et Al; *INDIVIDUALIZED READING PRACTICES;* Bureau of Publications Teachers' College, Columbia University; 91 pages; 1958 (paperback). **1.83**

A number of teachers have collaborated to describe how they organize individualized reading programmes in Grades 1, 3, and 5. Included also is work with problem readers. No teacher would want to follow any of the programmes in its entirety, but they include practical suggestions that have proven successful elsewhere.

READING

Jennings, Frank G.; *THIS IS READING;* Teachers' College Press, Teachers' College, Columbia University, New York; 196 pages; 1965. — 5.52

This is an excellent book on reading, language and education in general. It gives a comprehensive background on the impact printing has had on history, and on the place of reading today. It examines reading readiness and all the factors that are entailed. It deals with the problem of the senior child who can't read, or won't read under present circumstances. It is a well written, thought-provoking book which would be a valuable addition to any professional library.

Lee and Allen; *LEARNING TO READ THROUGH EXPERIENCE;* Appleton-Century-Crofts, 440 Park Avenue South, New York 16, N.Y. 10016; also available in paperback; 146 pages; 1963. — 5.00 / 2.50

This is an excellent book, explaining the Experience Chart method of reading and how our approach to reading has changed over the years. It also contains many practical suggestions that teachers may apply in their daily work. It is an essential book for every grade one teacher.

Lefevre, Carl A.; *LINGUISTICS AND THE TEACHING OF READING;* McGraw-Hill Book Co.; 252 pages; 1964. — 7.55

This book is basically a study of language, with emphasis on the contribution that linguistics can make to the teaching of reading. It describes what language is, and how it develops in the newborn child from birth to maturity. It shows how sounds are made and places the teaching of phonics and spelling in perspective. It emphasizes that reading is a part of language which should be taught as a meaningful whole.

Particularly important are its comments on both oral and written langugage, and the relationship one has to the other. Some parts of the book are theoretical; but it is generally well written with pertinent and important things to say to all who teach children to read. A copy should be available in each school.

Monroe, Marion; *GROWING INTO READING;* Scott, Foresman & Co., Chicago; Atlanta; Dallas; New York; 262 pages; 1951. — 4.75

It is a useful review of the basic requirements of a reading programme. If offers suggestions for children who have difficulty in reading, and presents case histories for particular emphasis. Some of the suggestions would have to be used in conjunction with a prepared workbook, but many others are in the form of games to develop visual and auditory discrimination. It contains a number of useful and important ideas.

Zintz, Miles V.; *CORRECTIVE READING;* Wm. C. Brown and Co. Inc., 135 Locust St., Dubuque, Iowa, U.S.A.; 380 pages; 1966. — 6.90

Every school that has problem readers needs this book. It deals comprehensively with all aspects of reading difficulty – its causes, diagnosis, and methods of treatment. There is a particularly important chapter on the language-handicapped child. Every school needs a copy of this book, to which teachers may refer for guidance in this important field.

POETRY

Burrows, Jackson and Saunders; *THEY ALL WANT TO WRITE;* Holt, Rinehart and Winston; 1966; 273 pages; (paperback). 4.35

All aspects of the writing process are discussed, along with the relationship of writing to the child's general development and growth. Practical suggestions are offered, and examples of children's writing presented. There is a particularly important section on the writing of poetry.

Henderson, Harold G.; *AN INTRODUCTION TO HAIKU;* Doubleday Anchor Book; Doubleday & Co., Inc., Garden City, New York; 190 pages; 1958. (paperback) 1.65

Haiku is a form of Japanese poetry. The general pattern is seventeen syllables in three lines, with the first and third lines rhyming, although rhyme is not essential. Its brevity has a particular appeal for children. Henderson's book is an excellent introduction to the form.

Lewis, Richard; *MIRACLES;* Poems by Children of the English-Speaking World; Musson Books; 215 pages; 1966. 6.25

This is a collection of nearly two hundred poems by English-speaking children around the world. The writers are between the ages of four and thirteen, and their poetry gives a poignant view of the world as seen through the eyes of children. A paragraph from the introduction reads: "I hope that this book will demonstrate the artistry of which children are capable when they are given the opportunity; that it will serve as a testament to the power and value of the poetic vision that is an integral part of childhood; and finally that, as all real poetry does, it will give delight."

Lewis, Richard; *OUT OF THE EARTH I SING;* W.W. Norton & Co., New York; 141 pages. 1968. 6.25

Richard Lewis has collected samples of poetry from the native people of almost every continent. Among them are many examples from the Indians and Eskimos of North America. Along with the poetry, the book is illustrated in black and white with photographs and drawings of the arts and crafts of these people. The book should be of particular interest to children of Indian origin and to all who enjoy poetry.

Untermeyer, Louis; *THE GOLDEN TREASURY OF POETRY;* (Library Edition); Musson Book Co.; 1965; 323 pages. 5.95

This is a delightful collection of poetry that should appeal to children of all ages. It is for the teacher to read to the class, and for children to enjoy by themselves. It is also beautifully illustrated.

Walter, Nina Willis; *LET THEM WRITE POETRY;* Holt, Rinehart and Winston; 1967; 179 pages. (paperback) 3.25

This paperback describes the place of poetry in the schools, and outlines methods of stimulating interest in both reading and writing poetry. Practical suggestions are offered with examples of poetry that children have written. It is a concise, practical book that would be invaluable to teachers interested in this important form of creativity.

KINDERGARTEN
and PRE-SCHOOL

Association for Childhood Education; *PORTFOLIO FOR KINDERGARTEN TEACHERS;* 3615 Wisconsin Avenue, Washington D.C. 20016. — .75

It is a small kit with some very useful, but brief pamphlets inside. They deal with what teachers might expect of young children.

Association for Childhood Education; *WHAT ARE KINDERGARTENS FOR?;* 3615 Wisconsin Avenue, Washington D.C. 20016. — 25 for 2.00

This is a concise but excellent pamphlet explaining the basic philosophy of Kindergartens, and how good Kindergarten teachers go about accomplishing their aims. It is highly recommended.

Board of Education for the City of New York; *HANDBOOK FOR LANGUAGE ARTS, PRE-KINDERGARTEN, GRADES ONE AND TWO;* Public Sales office, 110 Livingston Street, Brooklyn, New York 11201. — 6.33

Although this handbook was designed for the schools of New York City, several of the selections have direct application in our schools. Of particular importance are the chapters of Pre-Kindergarten, and on teaching English as a second language. The material is presented in a step-by-step progression with the aims and objectives of the programme clearly stated. Although the sections for Grades One and Two are less applicable, the other three portions of the book make it a valuable guide to teachers. It is very highly recommended.

Dawson, Mildred and Newman, Georgina; *LANGUAGE TEACHING IN KINDERGARTEN AND THE EARLY PRIMARY GRADES;* Longmans Canada Limited; 1966. — 4.35

This book explains the reason for recent trends in education at the primary and kindergarten level. It contains practical advice on how to enrich the language arts programme, along with lists of relevant material. The book is well written and would be an invaluable aid to Kindergarten and primary teachers.

Foster and Headley; *EDUCATION IN THE KINDERGARTEN;* Third edition; American Book Company; W.J. Gage; 499 pages; 1959. — 7.90

Toronto Teachers' College recommends this book for all its kindergarten teachers. It is a complete Kindergarten course, describing everything from proper class design, to ideas for the daily programme.

Hechinger, Fred M., Editor; *PRE-SCHOOL EDUCATION TODAY;* Doubleday & Co. Inc., Garden City, New York; 150 pages; 1966. (paperback) — 1.75

By 'pre-school' the editor means three- four- and five-year olds. The book is a collection of essays by outstanding experts in pre-school education. One emphasizes the fact that the 'culturally deprived child is not deprived at all but merely hears a drummer from a different culture'. Some essays are discussions of the problem; some describe pre-school classes with detailed descriptions of the programmes involved. The book is altogether excellent, and of prime importance to areas where kindergarten classes are being developed.

KINDERGARTEN
and PRE-SCHOOL

Hymes, James L.; *BEFORE THE CHILD READS;* Harper and Row, Publishers; 96 pages; 1964. 3.75

This book is recommended to every teacher who buys prepared workbooks. It explains what reading readiness is, and what it is not. It defines the difference between physical readiness about which the school can do little, and motivation for reading, about which the school can do a great deal. In precise terms it explains just what the school can do. It is a small book – a book every kindergarten and primary teacher should have.

Robinson, Helen F. and Spodek, Bernard; *NEW DIRECTIONS IN THE KINDERGARTEN;* Early Childhood Education Series; Teachers' College Press, Columbia University, New York; 214 pages; (paperback); 1967. 2.95

DISADVANTAGED

Bereiter, Carl and Engelmann, Seigfied; *TEACHING DISADVANTAGED CHILDREN IN THE PRE-SCHOOL;* Prentice-Hall, Inc., Englewood Cliffs, New Jersey; 299 pages; 1966. **8.60**

The views expressed in this book are generally the opposite of those advocated in contemporary pre-school and kindergarten programmes. The thesis is that disadvantaged youngsters are behind other children, particularly in language development, and that every effort must be made to accelerate the learning rate so that they may catch up. The book describes a programme carried out with Negro children in small groups of five children to a teacher, although there is modification for large classes. The course is highly structured with close attention to drill and formal exercises, and little scope for creative activities or free play. The books suggests that the time is so short and so much must be done in language and arithmetic that there is not time for "all rounded" activities. It advocates the learning of the alphabet and the spelling of words before the actual beginning of reading. The readers it recommends are linguistically based and phonetically controlled. There are many oral exercises for beginners and for more advanced students. It is a highly controversial book, but one that is worth reading.

Cheyney, Arnold B.; *TEACHING CULTURALLY DISADVANTAGED IN THE ELEMENTARY SCHOOL;* Charles E. Merrill Books, Inc., Columbus, Ohio; 164 pages; (paperback); 1967. **3.25**

This is a useful book, full of practical ideas for developing a programme around the needs of the child. Many of the games, diagrams and suggestions have direct application. This should be a most welcome book for busy teachers at any grade level. Particularly important is the section on language development.

Coles, Robert, M.D.; *CHILDREN OF CRISES;* Dell Publishing Co., Inc., 750 Third Avenue, New York 10017, 401 pages; (paperback); 1968. **2.45**

Dr. Coles is a psychiatrist who has spent a number of years examining the forces that directed those involved in the integration crises in the southern United States. He has interviewed the children, both Negro and white, their parents – those that opposed integration and those that approved of it – the teachers, the civil rights workers, shop keepers, police and many others who were involved. The children were, of course, his main concern, and he illustrates his examples with specimens of the children's drawings, depicting how they feel about themselves as either black or white. It is a compassionate and compelling book, well written and illuminating. Although it deals with the southern integrationist movement, there is much that we could learn from it, about how children and their parents feel about being different from their neighbours, and how individuals cope with prejudice and discrimination from both a minority and majority point of view.

Fagan, Edward R.; *ENGLISH AND THE DISADVANTAGED;* International Textbook Company, The Haddon Craftsmen, Inc., Scranton, Pennsylvania; 128 pages; 1967. **2.44**

The book's main emphasis is on making English relevant. It recognizes the gap between a programme designed for university-bound students from affluent homes, and those with little formal educational background. It examines the traditional approaches to language and literature and evaluates traditional teaching methods in the light of needs of the group under study. It is a book of importance, particularly for the senior grades.

DISADVANTAGED

Green, Mary F. and Ryan, Orletta; *THE SCHOOL CHILDREN;* Growing up in the Slums; a Signet paperback. .75

In absorbing anecdotes, this book describes conditions in two inner-city schools in New York city. The children are mostly Negro and Puerto Rican. Because of the description of influence of the home upon the school this book is worth reading.

Hamlin, Mukerji, Yonemura; *SCHOOLS FOR YOUNG DISADVANTAGED CHILDREN;* Early Childhood Education Series; Kenneth D. Wann, Editor, Teachers' College, Columbia University; 178 pages; paperback; 1967. 4.34

The book examines the psychological pressures and the implications of the socio-economic deprivation of disadvantaged children. It is largely written for and about inner city children but has suggestions for building a curriculum based on the strengths that all children have. It particularly concerns the pre-kindergarten child.

Herndon, James; *THE WAY IT SPOZED TO BE;* Simon & Schuster, Bantam Books of Canada Ltd.; 197 pages; (paperback); 1969. .75

This is one of the better books describing the day by day problems of teaching in an inner city school. It is written with compassion and insight and describes the bewilderment of a teacher caught in the struggle between education, administration, and his own conscience. It is a remarkably well-written book, and in may instances, quite hilarious.

Hickerson, Nathaniel; *EDUCATION FOR ALIENATION;* Prentice-Hall Inc., Englewood Cliffs, N.J.; 98 pages; (paperback); 1969. 2.15

The book is mainly a discussion of the problem of making schools relevant to children from low economic backgrounds. The dangers of "streaming", of I.Q. testing and other common educational practices are examined in the light of their effect on disadvantaged children. Hickerson equates the alienation of many people with society, and the alienation of many students with school. He tries to outline a policy for making schools relevant to the needs of the children who attend them.

Kohl, Herbert; *THIRTY-SIX CHILDREN;* New American Library; 277 pages; 1967. 6.25

The book is an account of a teacher's year with a sixth grade class of Negro children in Harlem. Much like the following book it describes the teacher's search for a programme that would be relevant to the needs of these particular children. Unlike Mr. Kozol, Mr. Kohl has little opposition from officialdom, although at the same time he had little help. As so many other fine teachers have done, Mr. Kohl discarded the official programme and built a new one on the children's own interests and needs. Part of the book contains samples of the children's own work.

Kozol, Jonathan; *DEATH AT AN EARLY AGE;* Houghton Mifflin Co., Boston; 240 pages; 1967. 6.25

Jonathan Kozol is a Jewish Rhodes Scholar who taught Negro children in a Boston inner-city school. The conditions described bear little resemblance to those in Ontario schools, but the insights into the bahavior of both children and teachers in this situation are highly relevant. The book is about Mr. Kozol's struggle to provide for these children a better education than the traditional programme would allow. He is an important book and makes fascinating reading.

DISADVANTAGED

Loretan, Joseph O. and Umans, Shelly; *TEACHING THE DISADVANTAGED;* Teachers' College Press, Columbia University, 525 West 120th Street, New York 10027; 242 pages, 1966. 8.51

The first part of the book presents some very important concepts in teaching disadvantaged children, and is highly relevant. The second part deals with curriculum planning and examines various types of programmed instruction. However, much of the latter information is based on material of interest to American children or those from city environments.

Riessman, Frank; *THE CULTURALLY DEPRIVED CHILD;* Harper and Row, New York, Evanston and London; 108 pages; 1962. 4.95

It describes the background of children who come from divergent cultures. It explains the difficulties of evaluating the potential of these children and of devising a course suitable to their needs. The "Ideas for Action" in the last chapter are particularly worthy of note.

MISCELLANEOUS

Beals, C.S.; *SCIENCE, HISTORY, AND HUDSON BAY;* Volume I and II; Department of Energy, Mines and Resources, Ottawa; Queen's Printer; 1968. — 16.00

These two volumes offer an invaluable contribution to the knowledge of the areas around James and Hudson Bays. They deal with all aspects of the area – people, history, geography, climate, wild life, in notes, pictures, diagrams and maps. They are highly recommended as resource books in any of the schools on the watersheds that flow into the two bays.

Cohen, Robert and Heyman, Ken; *THE COLOUR OF MAN;* Random House; 109 pages; 1968. — 4.00

The book describes the reasons for the wide variety of colours that characterizes the human race. It examines the prejudices connected with skin colour, and gives logical reasons for refuting them. The book has a simple text, and many, large black and white pictures.

Dubois, C.; *ART THROUGH THE YEAR;* School Publications & Specialties, 117 Haddon Avenue South, Hamilton, Ontario. — 1.50

This book contains a great many useful art ideas, particularly for special holidays and seasons throughout the year. It also emphasizes correct art procedures, with a list of practical do's and don'ts in teaching art. It is highly recommended as a practical book for teachers.

Johnson, Sickels, Sayers; *ANTHOLOGY OF CHILDREN'S LITERATURE;* Houghton-Mifflin Company, Thomas Nelson & Sons; 1239 pages, 1959. — 12.60

This is a useful collection of children's literature from all over the world. It ranges from traditional nursery rhymes, through folk tales, myths and legends, fantasy, biography, poetry, etc. For the teacher it would be an excellent source of stories to read to her class.

LIFT YOUR VOICES. — .60

Word sheets to accompany *LIFT YOUR VOICES.* — .15

LIFT YOUR VOICES AGAIN. — .50

Word sheets to accompany *LIFT YOUR VOICES AGAIN.* — .15

United Church of Canada, Board of Christian Education, 85 St. Clair East, Toronto 7, Ontario.

The above booklets contain familiar campfire songs that children love to sing. They are excellent for the teacher who wants to take singing with his class but lacks an extensive musical background.

United Nations Education, Scientific and Cultural Organization; *UNESCO SOURCE BOOK FOR GEOGRAPHY TEACHING;* Longman's Green & Co.; 254 pages; 1965. — 4.50

The book outlines basic principles for teaching geography. Although the examples given are based on urban situations or overseas countries, emphasis is given to relating the principles to the region in which the school is based.

MISCELLANEOUS

United Nations Education, Scientific and Cultural Organization; *UNESCO SOURCE BOOK FOR SCIENCE TEACHING;* Place de Fontency, Paris - 7; 250 pages; 1962. 4.00

UNESCO has produced a handbook for the teaching of science in schools where equipment is not readily available. It is particularly useful because of the suggestions it offers for construction of science equipment from ordinary materials. The diagrams are simple enough for children to follow by themselves.

Wolfe and Fulleron; *TOGETHER WE SING (ALL GRADES EDITION);* Ryerson Press. 4.25

This music book contains a fine collection of songs from nursery rhymes to familiar folk songs. It would suit any age group, and should be an excellent aid to a teacher who wanted to begin singing with her class.

PERIODICALS

CHILDHOOD EDUCATION; 3615 Wisconsin Avenue, Washington D.C. 20016. — 6.00 per year

Outstanding educators contribute articles to this magazine, making it a valuable source of information on the most recent educational developments. The articles are concise and well written, and concern topics of vital concern to all those engaged in the education of children between the ages of 2 and 12.

THE EDUCATION COURIER; 2 Bloor Street, E., Suite 60, Toronto 5; Eight times a year. — 2.00

This is the official publication of the Ontario Public School Teachers' Federation. It has been a fine magazine, but this year has been reduced to a skimpy newspaper format.

THE EDUCATION DIGEST; Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48017. — 6.00

The magazine is a condensation of articles from educational journals principally in the United States. They are brief and to the point although many deal exclusively with American topics. It is a useful magazine if the articles are not available in their entirety in the original magazines.

GRADE TEACHER; 23 Leroy Avenue, Darien, Conn., U.S.A. — 6.00 per year

It is an attractive magazine, containing practical suggestions for the classroom teacher, and articles of current interest. It is a valuable asset in renewing ideas and keeping informed regarding educational thinking.

THE INSTRUCTOR; Dansville, N.Y. 14437, U.S.A. — 7.00 per year

It is a useful source of ideas for classroom teachers and also contains well written articles by leading authorities on all phases of elementary education.

MONDAY MORNING; 55 York Street, Toronto 1. Ten issues. — 5.00 per year

It is a mature, national magazine dealing with Canadian education as a whole. Articles are by leading authorities across the country and explore all phases of Canadian education from nursery school to university. The magazine provides a forum for thoughtful opinion and information and deserves the support of Canadian schools.

THE NORTHIAN; Society for Indian and Northern Education, University of Saskatchewan, Saskatoon, Saskatchewan. — 5.00

The Northian is designed for teachers in Indian, Eskimo and Northern schools and contains articles for all persons interested in the North. It also invites contributions from those engaged in education in those areas.

THE ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION; 1260 Bay Street, Toronto 5. Issued four times a year. — 1.50

This is the official publication of the above teachers' association. It contains current articles and announcements of particular interest to Ontario Catholic Schools.

PERIODICALS

SCHOOL PROGRESS; MacLean-Hunter Limited, 481 University Avenue, Toronto. 8.00

This is an excellent magazine for administrators, containing both professional and administrative articles. Latest research findings in materials and design are included. It is a magazine I would recommend most highly for each district office. A monthly satire by "Brimmel" is worth the subscription fee alone.

THIS MAGAZINE IS ABOUT SCHOOLS; 405 Dundas Street West, Toronto 2B. 2.50 per year

The unlikely title describes the publication. Its articles are based on the philosophy of "Summerhill" and quite a number of its contributors teach at the experimental school called "Everdale" (on the outskirts of Toronto) which is administered along the same lines. It advocates change, and describes schools where radical change is taking place.

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123 Newkirk Road, Richmond Hill, Ontario.

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44 Prince Andrew Place, Don Mills 403, Ontario.

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Bureau of Indian Affairs Department of the Interior Publications Service, Haskell Institute, Lawrence, Kansas 66044, U.S.A.

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